LESSON ONE: The Alphabet

Here are a few points to remember about the Arabic Alphabet:

- Arabic is written from right to left
- There are 29 characters of the Arabic alphabet
- It is extremely important to include all dots and the number and placement of dots can change the sound of the letter and therefore the meaning of word. In English we may forget to dot the I or cross the T but we can not do this in Arabic.

Sun letters and Moon Letters

The letters of the Arabic alphabet are divided into two groups - Sun and Moon letters. This is important when the word begins with "Al" (the use of "al" will be explained in a later lesson insha Allah). When "Al" is followed by one of the sun letters, the L sound (lam) becomes silent and the following sun letter is pronounced in its place.

The **sun letters** are

ت ث د ذ ر ز س ش ص ض ط ظ ل ن

All other letters are Moon letters and the lam is pronounced normally.
After a while you will naturally be able to distinguish a sun letter from a moon letter, simply by whether it sounds wrong or right but if you have not reached that stage, it may be useful to learn which letters are sun letters and which letters are not.

The two groups of letters have been named in this way because the word for Sun in Arabic is Shams which begins with a sun letter, and Moon is Qamar beginning with a moon letter. They are pronounced like this :

Ash-shams (NOT al-shams)
Al-Qamar

Joining the Letters

Always keep in mind the difference between **"Separate" and "Inseparable Letters"**

There are six letters of the Arabic alphabet that do not allow the following letter to be joined to them. These letters are:

ا د ذ ر ز و

They are written joined to the letter in front, but then the letter following it must be written in initial

form. E.g.

حافظ

See how the alif is not joined to the following letter.

In Arabic there are "short vowels" and "long vowels". This is shown below:

لا	بُّ	بِّ	بَّ	بّ	بْ	بو	بِي	بَا	بُ	بِ	بَ
lām ʾalif				šadda	sukūn				ḍamma	kasra	fatḥa
lā	bbu	bbi	bba	bb	b	bū	bī	bā	bu	bi	ba

Exercises and vocabulary for this lesson

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1) Copying - handwriting exercise
Please copy the following words onto your sheet :

بيت

ولد

مجتهد

وسط المدينة

إبرة

ملابس

سيّارة

مطبخ

2) Joining the letters
How do the letters change when they are in the beginning, middle or end of a word? See if you can join the following letters up to write the words correctly

ب ا ب

ق ل ب

ض ر ب

م ك ت ب

ت ك ل ل م

ا س ت ع م ا ل

3) Spelling and writing exercise.

Below are some Arabic words which may be familiar to you. We use them and speak them in our daily lives, but how do we write them in the Arabic alphabet? Give it a try; write them out in Arabic letters on your sheet.

Masjid
Islaam
Muslim
Quraan
Halaal
Haraam
Eid
Eeman
Noor
Maghrib
Nikaah

Repeat each exercise as many times as you need.

--

Lesson one vocabulary

The following words have been covered in this lesson. It may help to print the list. Learn a couple of the words per day, stick it on your wall and look at it each morning, read and revise it on the tube/bus, or whatever you think will help to get the words firmly stuck in your mind.

بيت
(bayt) house

ولد
(walad) boy

مجتهد
(mujtahid) hard working

وسط المدينة
(wasat al madeena) town centre

إبرة
(Ibra) needle

ملابس
(malaabis) clothes

سيّارة
(sayyaara) car

مطبخ
(matbakh) kitchen

باب
(baab) door

قلب
(qalb) heart

مكتب
(maktab) office

مسجد
(masjid) mosque

إسلام
(Islam) our religion

مسلم
(muslim) Muslim

قران
(quraan) Qur'an

حلال
(Halaal) permissable

حرام
(Haraam) forbidden

عيد
(3eed) Eid [feast, celebration]

إيمان
(Eeman) faith

نور
(Noor) light

مغرب
(maghrib) Sunset

نكاح
(nikaah) Islamic wedding ceremony

LESSON TWO : This and That

In this lesson will we learn and practise how to form short sentences such as "this is a boy" and "that is a house".

These are described grammatically as "equational sentences" (Jumla Ismiyyah) and **do not need any word for "is".**

This is... and That is...

To say "**This is...**" you take the word هذا and then simply add the name of the thing or person

To say "**That is....**" you take the word ذلك and then simply add the name of the thing or person

If the thing is **feminine** [eg Umm(mother) or Muslimah (female muslim)] then swap the word هذا for هذه

And ذلك for تلك (Differences with masculine and feminine words will be dealt with in its own lesson later)

This is summed up in the following table:

This	That
هذا haadha	ذلك dhaalika
هذه haadhihi	تلك tilka

EXAMPLES

هذا ولد
(haadha walad) This is a boy

Although you just add the word for "this" and the word for "boy" it does not mean "this boy" it means "this **IS** a boy".

هذا قلب

(haadha qalb) This is a heart

هذا محمّد

(haadha Mohammed) This is Mohammed

ذلك بيت

(dhaalika bayt) That is a house

ذلك مطبخ

(dhaalika matbakh) That is a kitchen

ذلك عليّ

(dhaalika Ali) That is Ali

هذه أمّ

(haadhihi umm) This is a mother

هذه ليلى

(haadhihi Layla) This is Layla

تلك مسلمة

(tilka muslima) That is a muslim lady

تلك عائشة

(tilka Aisha) That is Aisha

This boy is...

To expand on this, you may also want to say, for example "This boy is Rachid" rather than simply "This is Rachid". So, how do make the change between "This is a boy." and "This boy is..." ? Look at the examples below and spot the difference.

هذا ولد

Haadha walad.
This is a boy

هذا الولد

Haadha **al** walad...
This boy

As you can see, the difference is that "al" appeared. [As will learn and practise in the next lesson], "AL" is an Arabic "definite article" (i.e. it means "The"). In English when we say "This boy" we know which boy is being talking about, it is a definite boy - **This** boy, not just any boy. That is the logic behind the inclusion of "AL"

Study the following examples:

هذا طالب
(haadha Taalib) This is a student
هذا الطالب مجتهد
(haadha aT Taalib mujtahid) This student is hard working

ذلك ولد
(dhaalika walad) That is a boy
ذلك الولد طالب
(dhaalika al walad Taalib) That boy is a student

هذه أمّ
(haadhihi Umm) This is a mother
هذه الأمّ مسلمة
(haadhihi al Umm muslima) This mother is muslim

تلك مسلمة
(tilka muslima) That is a muslim lady
تلك المسلمة عائشة
(tilka al muslima Aisha)

Asking what or who things are

The word for "what" in this context is ما .

Remember we are not using any word for "is" so simply put ما infront of haadha / dhaalika / haadhihi / tilka

The word for "who" in this context is من

Remember we are not using any word for "is" so simply put من infront of haadha / dhaalika / haadhihi / tilka

Use ما when asking about non humans, and من when asking about humans.

Examples

ما هذا؟ هذا قلم
(maa haadha? haadha qalam) what is this? This is a pen
من هذه؟ هذه نورة
(man haadhihi? haadhihi Noura) Who is this? This is Noura
ما ذلك؟ ذلك بيت
(maa dhaalika? dhaalika bayt) what is that? That is a house
ما تلك؟ تلك سيّارة
(maa tilka? tilka sayyaara) what is that? That is a car

من هذا؟ هذا يوسف
(man haadha? haadha yousef) who is this? This is Yousef

Is this a...?

To ask questions of the format "Is this a house?" we take the statement "this is a house" in Arabic and add the word هل to the beginning.

هذا بيت
(haadha bayt) This is a house
هل هذا بيت؟
(hal haadha bayt?) Is this a house?

هذه الأمّ مسلمة
(haadhihi al umm muslima) This mother is muslim
هل هذه الأمّ مسلمة؟
(hal haadhihi al umm muslima?) Is this mother muslim?

To answer this question, we need the following words:

نعم = yes (na3am)
لا = no (laa)

Look at the following examples :

هل هذا بيت؟
(hal haadha bayt?) Is this a house?
لا, هذا مسجد
(laa, haadha masjid) No, this is a mosque

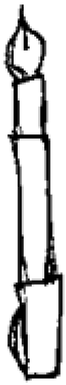
هل هذه الأمّ مسلمة؟
(hal haadhihi al umm muslima?) Is this mother muslim?
نعم, هذه الأمّ مسلمة
(na3am, haadhihi al umm muslima) Yes, this mother is muslim

EXERCISES.

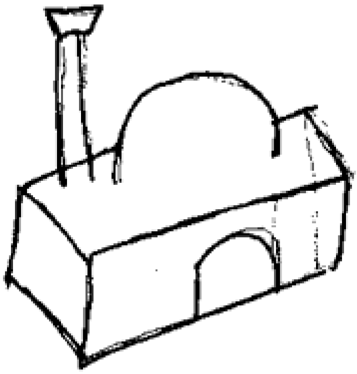
1) Look at each picture and answer the question below it in Arabic. (If you need to, use the vocab from this and the previous lesson to help you.) Try to answer in complete sentences, not just "yes" or "no."

a) 

ما هذا؟

b) 

هل هذا كلب؟

c) 

هل هذا باب؟

d) 

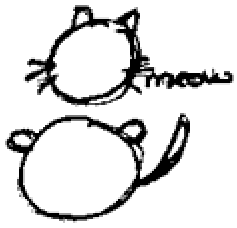
ما هذه؟

e) 

هل هذا مسجد؟

f) 

هل هذا مفتاح؟

g) 

هل هذه ليلى؟

h) 

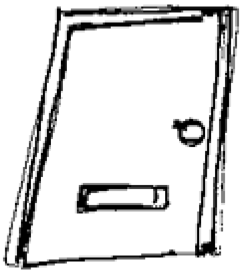
ما تلك؟

i) 

ما ذلك؟

j) 

هل هذه قطّة؟

k) 

ما ذلك؟

l) 

ما هذه؟

2.) Choose the right word to go with each name. (The blue names are boys names and the pink names are girls names)

محمد هذا /هذه

ليلى ذلك/ تلك

عائشة ذلك/ تلك

علي هذا/ هذه

نورة هذا/ هذه

3.) Translation exercises
English to Arabic

1.) This is a cat
2.) That is a dog
3.) Is this a mosque?
4.) That is a key
5.) Is this Saara? No, this is Layla
6.) Is this student hardworking?
7.) This boy is hardworking
8.) That boy is Ali
9.) That is a kitchen
10.) Who is this? This is Mohammed

--

New vocabulary given in this lesson

هذا
(haadha) This [masculine]
هذه
(haadhihi) This [feminine]
ذلك
(dhaalika) That [masculine]
تلك
(tilka) That [feminine]
ما
(maa) what?
من
(man) who?
هل
(hal) Is...? [question particle]

أمّ
(umm) mother
طالب
(Taalib) student
مفتاح
(miftaah) key
وردة
(warda) rose
كلب
(kalb) dog
قطّة
(qitta) cat

قلم
pen

LESSON THREE: "Al" and "U case"

BACKGROUND

The Arabic language has 3 "cases". (This system may be familiar to you if you have ever studied Russian or German, but if not, don't worry :)) They are shown by the choice of either damma, kasra or fatha (the three short vowel signs) on the last letter of the word.

The "U case" (or nominative) can be seen to be the default case. It is for the subject of the sentence. (The phrase "U case" means that it takes damma on the last letter)

(Cases are going to be covered properly in a full lesson or maybe more insha allah. You do not need to worry about it yet, just be aware of their existence.)

LESSON

ال is the Arabic "definite article", ie it means "The". Unlike in English, it is written attached to the following word with no space between them.
There is no Arabic word for "a" or "an". When you see the word with no definite article, and it has "*tanween*" on the last letter, then "a" is implied.
Tanween means that there are two of the vowel signs instead of one.

eg

بابٌ
[baab(un)] A door
البابُ
[Al baab(u)] The door

Exercises:
1.) Translate the following (make sure to include the words "a" or "the"!)

المفتاحُ
المسجدُ
وردةٌ
الملابسُ

كتابٌ

هذا كلبٌ

ذلك سريرٌ

قطّةٌ

2.) Read the following and write whether they are right or wrong, if wrong then correct the mistake.

بابُ

ولدٌ

الكرسيٌّ

الرجلُ

القلبٌ

3) Referring back to lesson one, look at the following and decide if the word starts with a sun letter or a moon letter. Read each one aloud with the appropriate pronunciation.

الشمس

البيت

النكاح

السيّارة

القلم

الجميل

النور

Vocab:

كتابٌ

(kitaab) book

سريرٌ

(sareer) bed

كرسيٌّ

(kursee) chair

قميصٌ
(qamees) shirt
رجلٌ
(rajul) man
بنتٌ
(bint) girl
جميلٌ
(jameel) beautiful
فقيرٌ
(faqeer) poor
كبيرٌ
(kabeer) big
صغيرٌ
(sagheer) small

LESSON FOUR : equational sentences and adjective phrases

Last time we learned how to say "This is.." and "That is..." but now we are going to learn how to say what more things are.

The rules are the same as before, we still have **no need for a word meaning "is".**

The sentence is made up of 2 parts which are known as **the subject and the predicate.** These strange terms may seem alarming so here is a short explanation of what they mean:

The **subject** here is basically what the sentence is about. We could say it is the topic of the sentence. When we say "The house is big." the sentence is telling us something about the house, so the house is known as the subject.

The **predicate** is simply a word which tells us something about the subject. "Big" in the above sentence is the predicate because it is telling us about the house.

The subject will be a noun (naming word) and if it is not a person's name it should have "Al" at the beginning,(ie names of things such as the table, the book, the man). The predicate should not have "al". Look at the examples below:

الرجلُ فقيرٌ
The man is poor
الكتابُ صغيرٌ
The book is small
المسجدُ حميلٌ
The mosque is beautiful

If the subject is a person's name, we do not have to put "Al" on front of their name as a person's name is already definite by it's nature (ie, if you say "Taariq", you know who you are talking about which makes it something definite in sense) See the following examples :

طارق طالبٌ
Taariq is a student

محمّد مجتهد

Mohammed is hard working

عليّ فقيرٌ

Ali is poor

If both the parts of the sentence were definite, or indefinite (ie when they match) then actually it is no longer a sentence, but it becomes an adjective phrase. An adjective phrase is when you have a noun and adjective together, ie something is being described. An example in English would be "the good book" (definite adjective phrase because it includes the word "the") or "a small tree". (indefinite adjective phrase because it doesn't include the word "the")

Look at the examples below:

الولدُ الصغيرُ

The small boy

البيتُ الكبيرُ

The big house

الطالبُ المجتهدُ

The hardworking student

قلمٌ جميلٌ

A beautiful pen

رجلٌ فقيرٌ

a poor man

مطبخٌ صغيرٌ

A small kitchen

The definite adjective phrases could themselves be used as the subject in an equational sentence. See the following examples.

الطالبُ المجتهدُ فقيرٌ

the hardworking student is poor

البيتُ الكبيرُ جميلٌ

the big house is beautiful

The predicate could also be an indefinite adjective phrase

الكلبُ الصغيرُ كلبٌ شَقِيّ

the small dog is a bad (naughty) dog

الطالبُ الفقيرُ ولدٌ ذكيٌّ

the poor student is a clever boy

We could sum this up with the following formulae (if you like to think in a mathematical way this may help. If it confuses you, please ignore it - people's brains work in different ways!!)

definate noun + indefinate noun = equational sentence

الولدُ طالبٌ

The boy is a student

definate noun + indefinate adjective = equational sentence

الولدُ كبيرٌ

The boy is big

definate noun + definate adjective = definate adjective phrase

الولدُ الكبيرُ

The big boy

indefinate noun + indefinate adjective = indefinate adjective phrase

ولدٌ كبيرٌ

a big boy

definate adjective phrase + indefinate noun = equational sentence

الولدُ الكبيرُ طالبٌ

The big boy is a student

definate adjective phrase + indefinate adjective = equational sentence

الولدُ الكبيرُ ذكيٌّ

The big boy is clever

1. Look at the following and decide if they are sentences or adjective phrases

بيتٌ كبيرٌ
الولدُ جميلٌ
المفتاحُ مكسورٌ
القلمُ الصغيرُ

2. Change the following adjective phrases into equational sentences

الولدُ المجتهدُ
الطالبُ الذكيُّ
الكلبُ الشقيُّ
البيتُ الصغيرُ
الرجلُ الفقيرُ

3. Change the following equational sentences into adjective phrases

البابُ كبيرٌ
شَقِيٌّ الولدُ
المسجدُ صغيرٌ
رديءٌ الكتابُ

4. Choose any word from the vocabulary list to make a sentence about each of the following boys

محمّد
Mohammed
عليّ
Ali
إبراهيم
Ibrahim
موسى
Moosa
يوسف
Yousef

New words used in this lesson:

ذكيٌّ

(dhakiyy) clever

رديّءٌ

(radiyy) bad ie bad quality

مكسورٌ

(maksoor) broken

شَقِيّ

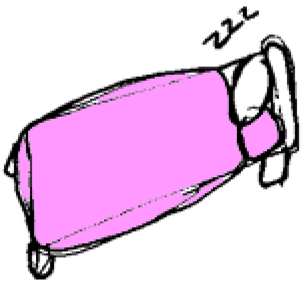
(shaqiyy) naughty, badly behaved

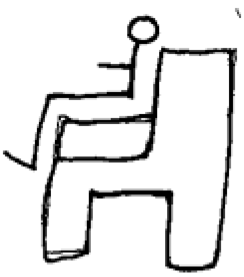
Extension Exercise

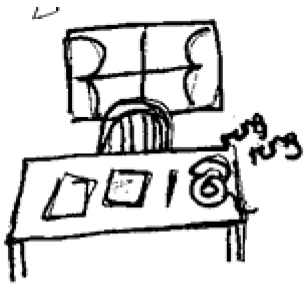
Make sentences about the following pictures. Write as many as you like.

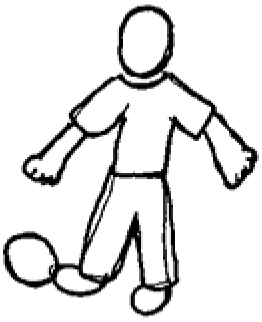


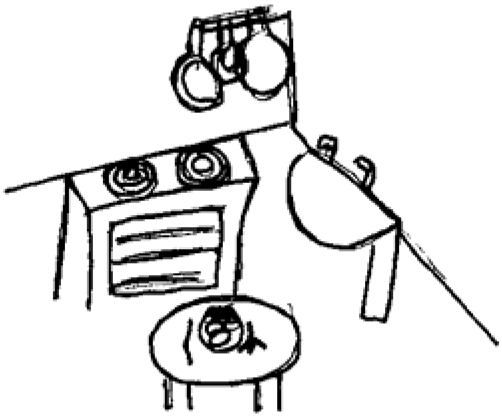


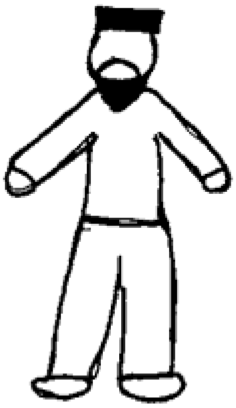














LESSON FIVE: Feminine

If you ever studied French, German or Spanish in school, you will probably be familiar with the idea that some words are masculine and some words are feminine. This is easy to understand when you are looking at words for **people**, such as

أمّ
(umm) mother
بنت
(bint) girl

Masculine words for people can often be made feminine by adding a **ta marbuta**, such as...

مسلمة
(muslimah) **female** muslim
مدرّسة
(mudarrisa) **female** teacher
ممرّضة
(mumarriDa) **female** nurse

مسلم
(muslim) **male** muslim
مدرّس
(mudarris) **male** teacher
ممرّض
(mumarriD)**male** nurse

As we have seen above, with many words for people we can make them masculine or feminine by adding or taking away the ta marbuta. However, there are also words for **objects/things** that are grammatically feminine as can be seen by their ta marbuta endings shown in red. We already came across the following:

إبرة
(ibra) needle
سيّارة
(sayyaara) car
وردة
(warda) rose
قطّة
(qiTTa) cat

With such words, the ta marbuta is permanant. You can not remove it to make a masculine version of the word. Similarly you may not add a ta marbuta to the end of masculine words to try and make them feminine. Some words are permanently masculine, such as:

كتاب
(kitaab) book
باب
(baab) door

ولد

(walad) boy

Adding or taking away a ta marbuta to these words (words that describe a thing rather than a person) will either change the whole meaning of the word, or may create something which is not a real word in the arabic language.

Remember the following as a basic rule : **Words that end in ta marbuta are feminine -** [there are a handful of exceptions such as the word :

خليفة

(khaleefa) Caliph

but this is very rare] and **99.9% of all words ending in ta marbuta are feminine.**

When you are describing a feminine word with an adjective, you also **must add the ta marbuta ending to the adjective (describing word)**. Look at the following examples:

بنت صغيرة

(bint Sagheera) a small girl

قطّة جميلة

(qiTTa jameela) a beautiful cat

مدرّسة ذكيّة

(mudarrisa dhakiyya) a clever female teacher

New Vocabulary

مدرّسة

(mudarrisa) female teacher

مدرّس

(mudarris) male teacher

ممرّضة

(mumarriDa) female nurse

ممرّض

(mumarriD) male nurse

سكرتيرة

(sekritayra)female secretary

سكرتير

(sekritayr) male secretary

طبيبة

(Tabeeba)female doctor

طبيب

(Tabeeb) doctor

غسالة

(ghisaala) washing machine

طاولة

(Taawila) table

غرفة

(ghurfa) room

صورة

(Soura) picture

كلمة

(kalima) word

Exercises

1.) Choose all the feminine words from the following list

بيت
مسجد
إبرة
أمّ
سيّارة
غسّالة
بنت
مدرّس

2.) Translate the following into Arabic

a)This is a female nurse
b) Who is that? That is the female teacher
c) The female doctor is beautiful
d) This washing machine is big
e) The car is small
f) That girl is poor

3.)Write a sentence about each of the following girls

ليلى
Layla
نورة
Noura
مريم
Maryam
عائشة
Aisha
سارة
Saara
جميلة
Jameela

LESSON SIX : Introducing and talking about yourself and your friends.

Saying who you are

These are **two ways** to introduce yourself:

أنا محمّد

(ana Mohammed) I am Mohammed

إسمي محمّد

(ismee Mohammed) My name is Mohammed

I am, He is, She is

The first way is similar to how we said "this is" "that is" (see lesson two), except we are swapping "this" for "I". Look at the following

أنا محمّد

(ana Mohammed) I am Mohammed

أنتَ رشيد

(anta Rachid) you are Rachid (to a boy)

أنتِ سارة

(anti Saara) you are Saara(to a girl)

هو عليّ

(huwa Ali) He is Ali

هي نورة

(hiya Noura) She is Noura

My name is... (possessive pronouns)

To understand this method, first we need to look at how to say "My", "your", "his" and "her". (These words are referred to grammatically as possessive pronouns.)
In Arabic these are expressed by letters joined to the end of the word.

Look at the following examples: (the Arabic word for "name" is إسم)

إسمي

(ismee)my name

إسمكَ

(Ismuka) your name (to a boy)

إسمكِ

(Ismuki) your name (to a girl)

إسمه

(Ismuhu) his name

إسمها

(Ismuhaa) her name

These can be added to **any** word to show who it belongs to, e.g.

كتابي

(kitaabee) my book

Asking questions about who people are

We learned before that the word for who isمن

من هذا؟

(man haadha?) Who is this?(male)

من هذه؟

(man haadhihi?) Who is this?(female)

من ذلك؟

(man dhaalika?) Who is that?(male)

من تلك؟

(man tilka?) Who is that?(female)

These questions should be familiar from lesson two.
We could now also ask:

من أنتَ؟

(man anta?) Who are you? (to a boy)

من أنتِ؟

(man anti?) Who are you? (to a girl)

We can also ask questions such as "Is this Ali?" or "Is this Noura?" as we learned in lesson two.

هل هذا عليّ؟

(hal haadhaa Ali?) Is this Ali?

هل هذه نورة؟

(hal haadhihi Noura?) Is this Noura?

هل هذه أمّكَ؟

(hal haadhihi Ummuka?) Is this your mother? (to a boy)

To ask **"what is your name"** we ask...

ما إسمكَ؟

(maa Ismuka?) what is your name? (to a boy)

ما إسمكِ؟

(maa ismuki?) what is your name? (to a girl)

A sample answer would be...

إسمي محمّد

Ismee Mohammed My name is Mohammed

Vocab

أنا

(ana) I

أنتَ

(anta) you (to a boy)

أنتِ

(anti) you (to a girl)

هو

(huwa) He

هي

(hiya) She

إسمي

(ismee)my name

إسمكَ

(Ismuka) your name (to a boy)

إسمكِ

(Ismuki) your name (to a girl)

إسمه

(Ismuhu) his name

إسمها

(Ismuhaa) her name

في

(fee) in

مِن

(min) from (note: do not mix this up with 'man' meaning who)

جامعة

(jaamia) university

متزوّج

(mutazawwaj) married

زوج

(zawj) husband

زوجة

(zawja) wife

باريس

(baarees) Paris

لندن

(landan) London

شبّاك

(shubbaak) window

1.) Read and understand the following sentences. (notice the differences between handwriting and printed text that sometimes appear)

أنا يوسف. أنا طالب مجتهد في جامعة لندن.

أنا سارة. أنا مدرّسة وأمّي ممرّضة.

إسمي محمّد. أنا متزوّج وزوجتي جميلة.

أنا نورة وأنا طبيبة في باريس، وذلك أخي علي هو مدرّس.

ana Yousef. ana Taalib mujtahid fi jaami3a landan.

ana Saara. ana mudarrisa wa ummee mumarrida

ismee Mohammed. ana mutazawwaj wa zawjatee jameela

ana Noura wa ana Tabeeba fi Paris, wa dhaalika akhee Ali. huwa mudarris.

2.) Look at the sentences above and answer the following questions in English.

a) Whose mother is a nurse?
b) Who has a brother named Ali?
c) What is Saara's job?

d) where does Yousef attend university?
e)Who is a doctor?
f) Which of them lives in France?
g) How many said that they are married?
3.) write three short sentences, each giving someones name and one piece of information about them.

4.) Translate the following:
My book
Your car (to a boy)
His mother
Her house
Your dog (to a girl)
My university
Your wife (to a boy)
His kitchen
Her needle
Your clothes (to a girl)

LESSON SEVEN: Where is it?

In this lesson we will deal with asking where things are, and prepositions (words of place)

Firstly we need the word for "where?". In Arabic this is
أين
(ayna)

To ask where something is, all you have to do is place this word in front of the name of the thing you are looking for:

أين البيت؟
(ayn albayt?) Where is the house?
أين الولد؟
(ayn alwalad?) Where is the boy?
أين ليلى؟
(ayna layla?)Where is layla?
أين زوجي؟
(ayna zawjee?) Where is my husband?

In reply we are likely to use **prepositions** (As these are words relating to place and position). In Arabic, when you use one of these words, the following noun must have a **kasra** on the last letter.

First here is a list of some prepositions:

في
(fee) in
علَى
(3alaa) on

تحتَ

(tahta) under

قريب مِن

(qareeb min) near

فوقَ

(fawqa) over / on top of

بجانب

(bijaanib) next to

بعيد من

(ba3eed min) far away from

أمام

(amaam) infront of

وراء

(waraa') behind

Now here are some examples:

أين عليّ؟ هو في البيتِ

(ayna Ali? huwa fil bayt) where is Ali? He is in the house

أين القطّة؟ هي في السيّارةِ

(ayn al qiTTa? hiya fis sayyaara) where is the cat? It is in the car

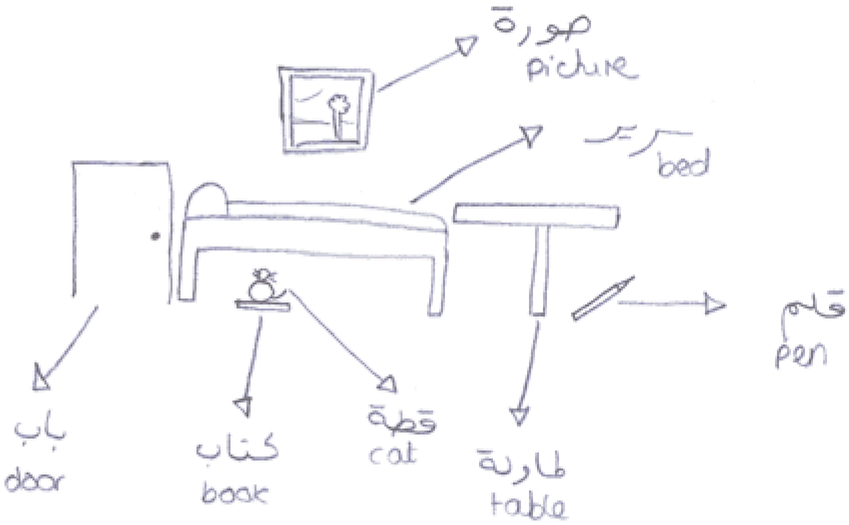
إين الكتاب؟ هو على الطاولةِ

(ayn alkitaab? huwa 3ala aT-Taawila) where is the book? It is on the table.

Exercises

1.) Write 10 questions and answers about where something is.

2.) Describe the following picture by saying where the objects are:



3.) draw your own pictures to illustrate the following scenarios.

الولد بجانب الباب والكلب قريب من الولد

السيّارة أمام المسجد

السرير تحت الشبّاك

LESSON EIGHT : Where are you from?

We already learned all the words used in asking this question :

من أين أنت؟

(min ayna anta/anti?)
Where are you from?

To answer it, firstly we need a list of the countries, for example:

إنجلترا
(ingiltera) England

إرلندا
(irlanda) Ireland

فرنسا

(faransaa) france

المانيا
(almaania) Germany

باكستان
(baakistaan) Pakistan

الهند
(alhind) India

بنغلاديش
(banghlaadeesh) Bangladesh

لبنان
(lubnaan) Lebanon

الأردن
(al urdunn) Jordan

فلسطين
(filasteen) Palestine

الصومال
(as soomaal) Somalia

An example answer would be

أنا من الهند
(ana min al hind)
I am from India

If instead you wanted to say "I am Indian" then you need to make an adjective (describing word) from the country name. You do this by adding the letter yaa (with a shadda) to end of the word. If there is any alif on the end, remove this first. (Remember to add ta marbuta if talking about a female)

eg:

إرلنديّ
فرنسيّ
المانيّ
باكستانيّ
هنديّ

بنغلاديشيّ
لبنانيّ
أردنّيّ
فلسطينيّ
صوماليّ

The word for English is slightly irregular :

إنجليزيّ
(ingleeziyy)

In order to say where in the country, we need these words...

شمال
(shimaal) north
جنوب
(janoob) south
شرق
(sharq) east
غرب
(gharb) west

These words are inserted before the country name. Eg

لندن في جنوب إنجلترا
((landan fi janoob ingiltera)
London is in the south of England

The following will also be useful

مدينة كبيرة
(madeena kabeera) a big city
مدينة صغيرة
(madeena sagheera) a small city
الريف
(ar reef) the country side
قريب من البحر
(qareeb min al bahr) near the sea

أسكن في
(askun fee) I live in..
[this is a verb (doing word). That topic will be dealt with next lesson but for now just learn it as a phrase.]

Vocab : Learn all the country names and new vocabulary mentioned in the lesson.

Exercises

1.) Write a small passage about yourself in Arabic giving the following information

- name
- what country you live in
- your origin (eg pakistani, lebanese.. etc)
- where abouts in the country (north, south etc)
- If you live in a big or small city, countryside etc
- Say a few words about your area or your house
- your job or occupation
- any other relevent information that you have learned to say in Arabic.

2.) Follow this model (in blue), to make adjectives from the country names :

أحمد من الهند
أحمد هنديّ

a)
نورة من فرنسا
b)
عليّ من بنغلاديش
c)
عائشة من لبنان
d)
محمد من أمريكا
e)
يوسف من باكستان

3.) As a supplement since we are talking about countries in this lesson, here is a basic map of the Middle East, where Arabic is mainly spoken.



LESSON NINE : Past tense verbs

Verbs are **doing words** and in Arabic past tense, they have different endings depending on who has done the action.

Look at the following examples :

ذَهَبَ

(dhahaba) he went

ذَهَبَت

(dhahabat) she went

ذَهّبتَ

(dhahabta) you went (to a boy)

ذَهَبتِ

(dhahabti) you went (to a girl)

ذَهَبتُ

(dhahabtu) I went

كتب

(kataba) he wrote

كتبت

(katabat) she wrote

كتبت

(katabta) you wrote (to a boy)

كتبت

(katabti) you wrote (to a girl)

كتبت

(katabtu) i wrote

In vocab lists, verbs will usually be given in the "he" form e.g. كتب

This is because it is the simplest form. However it is important to learn how to conjugate (put the correct endings on) the verbs given in vocab lists, in order to make meaningful sentences. Use the ending patterns above whenever you are conjugating Arabic verbs that happened in the past.

Vocab (the following verbs are given in the "he" form as explained above!)

لبس
(labasa) he wore
أكل
(akala) he ate
شرب
(shariba) he drank
فعل
(fa3ala) he did
لعب
(la3aba) he played
وعد
(wa3ada) he promised
وجد
(wajida) he found

****

Also make sure you know **the pronouns** (previously learned in lesson six):

أنا
(ana) I
أنتَ
(anta) you (boy)
أنتِ
(anti) you (girl)
هُوَ
(huwa) he
هيَ
(hiya) she

Exercises

1.) Conjugate all the vocab given, following the ending patterns shown in the lesson.

2.) Translate the following into english

شرب عليّ كوكاكولا
shariba Ali kookaa koolaa*
لبس محمد قميصاً جميلاً
labasa Mohammed qamees(an) jameel(an)

وجدَت نورة الكلب
wajidat noura alkalb
لعبتُ في الحديقةِ
la3abtu fil hadeeqa

* We haven't learned this word, but think about it... it sounds like the English word, with the vowels slightly elongated.
(Do not worry too much about the extra alif on the end of "qamees jameel" the explanation is coming next lesson insha allah!)

3.) Translate the following into Arabic
a) you found the house. (to a girl)
b) did* you wear my shirt? (to a boy)
c) Noura drank and Yousef ate.
d) I went.
e) Did* she promise?

* Think about the meaning in English. A common mistake is to use the verb "did" in this sentence, but this is not right. The English use of "did...?" just makes a question. Remember how we make similar questions in Arabic

LESSON TEN: The Subject and Object of the sentence

Firstly, it is important to understand in English what the "**subject**" and "**object**" of the sentence mean.

When there is **an active doing word (verb)** in the sentence, there will always be a subject*. The subject is the thing or person that does the action. EG:

Nasrullah bought the food.

Here the subject is Nasrullah.

The object is the thing that has the action done to it. EG:

Nasrullah bought the food.

Here the object is the food.

How is this shown in Arabic

In English, it is ok to know about the subject and object, but since we don't have any case endings, you could say that it doesn't really matter. However in Arabic grammar it does matter and you have to learn and understand how it works.

The rule is very simple.

- The subject and object of any sentence should be a noun (or a pronoun)
- Words that are the subject of a sentence will have damma written on the end letter.
- Words that are the object of the sentence will have fatha written on the end letter.
- As we learned in lesson 3, if a noun is indefinite then the vowel symbol on the last letter is written twice (this is called tanween). If it is definite then only one is written

*Note that when two fathas are written on the end of a word, they are carried on an alif (unless the letter is a ta marbuta)

Examples from last lesson with explanation

The following two sentences were given in last lesson's exercises for translation :

لبس محمدٌ قميصاً جميلاً

- (labasa Mohammed*un* qamees*an* jameel*an*)
- Mohammed wore a nice shirt
- The subject is Mohammed as he did the action, therefore he has dammas at the end of his name
- The object is the shirt. It has fathas because of this. Note that it is indefinite and the 2 fathas are carried on an alif
- The adjective describing the object also has fathas because adjectives always match the thing that they are describing.

وجدَت الكلبَ نورةُ

- wajadat Noura alkalb*a*
- Noura found the dog
- The subject of the sentence is Noura because she did the action
- The object of the sentence is the dog, so that word takes a fatha.

More examples

ضرب الرجلُ الولدَ

- Daraba ar rajulu al walada
- The man hit the boy
- The verb is ضرب
- It is in the "he" form because the subject is masculine. It means "hit".
- The man (ar rajul*u*) is the subject as he did the action.
- It takes one damma as it is a definite subject (ie it has AL on the beginning of the word)
- The boy (al walad*a*) is the object, as he was the one who had the action done to him
- It takes one fatha as it is a definate object (ie it has AL on the beginning of the word)

اِستعملَت المدرّسةُ الحاسوبَ

- ista3malat almudarrisatu alhaasooba
- The lady teacher used the computer
- The verb is **اِستعملَت** it has the "at" ending because it was done by a female. It means "used"
- The female teacher (almudarrisa*tu*) is the subject as she did this action.
- That word takes one damma as it is a definate subject
- The object is the computer (al Haasoob*a*) as it had the action done to it.
- It takes one fatha as it is a definate object.

أكلَ الطعامَ كلبٌ

- akala aT-Ta3aama kalbun
- A dog ate the food
- Note that the normal order of subject and object has been reversed. This may happen due to emphasis, or style. (If the object is definate and subject is indefinate, this order may sound better)
- the verb is **أكلَ**
- it is in the "he" form as dog is a masculine noun.It means "ate".
- dog is the subject as it did the action.
- It is an indefinate subject because it is **a** dog, and not **the** dog. Because of this it has two dammas.
- The object is the food (at-ta3aam) because it had the action done to it. It has an AL so it is a definate object and has only one fatha.

شربتُ الماءَ

- sharibtu almaa'a
- I drank the water
- Here the subject is "I" because I did the action; however we did not need to say "ana sharibtu almaa'a" because it is shown clearly in the verb who did the action. It is not wrong to include the pronoun as well, but it is not a good style. You would usually see it written as in the example above.
- The object is the water because it had the action done to it. There fore it takes one fatha (it is a definate object)

* The subject may not be explicitly written in the sentence, (see the last example) but in that case it is shown in the verb. Just because you cannot immediately see it, does not mean it is not there.

Vocabulary
the following were used in this lesson

ضرب
(daraba) he hit

استعملَ

(ista3mala) he used

حاسوبَ

(haasoob) computer

طعام

(ta3aam) food

ماء

(maa') water

1.) To be sure that you **understand the concept** of subject, object and verb, pick out the subject, object and verb from each of these English sentences

a) The cat ate the mouse.
b) Did you put the cheese on the table?
c) A big boy kicked his sister.
d) Mummy cooked some tasty food.
e) We all learn Arabic.

2.) **Translate** the following into Arabic; including the case endings (vowelling) on the end of the words

a) Ramzi ate my food.
b) Mohammed wrote that book.
c) Alia drank Coca Cola.
d) I wore a nice shirt and you wore a nice shirt.
e) Yousef found the dog under the table.

3.) **Answer** the following (giving the word in Arabic with the case ending requested)
a) If the subject of a sentence is "a boy" what will be its case ending?
b) If the object of a sentence is "the house" what will be its case ending?
c) If the object of a sentence is "a car" what will be its case ending?
d) If the subject of a sentence is "the girl" what will be its case ending?

4.) **Write** 5 of your own sentences with a subject a verb and an object.

TEST ONE: covering lessons one to ten.

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1. Vocabulary (out of 35)

a) English to Arabic (out of 15)

1. Man
2. Computer
3. Rose
4. Washing machine
5. Car
6. He promised
7. He wore
8. Secretary

9. Poor
10. Chair
11. Window
12. behind
13. south
14. he wrote
15. food

b) Arabic to English (out of 15)

ماء
متزوّج
جامعة
كلمة
ذكيٌّ
مكسورٌ
أمّ
نور
هو
الصومال
ذَهَبَ
قريب من البحر
علَى
هذا
إبرة

c) Recognise the words and fill in the missing letter (out of 5)

ق _ب

است_م_ل
ض_ب
لابس_
ج_ _ل

2. Sentences (out of 35)

a) Translate from English to Arabic (out of 20)

- Who is that girl?
- Did you wear my shirt? (to a boy)
- The book is under the table
- This boy is clever
- Is that a big house? No it is the mosque
- Where is your car?
- Mohammed is hard working
- I am from south England
- She drank the water
- Is this a cat? yes it is a cat.

b) Translate from Arabic into English (out of 10)

- ذلك الولد طالب
- السيّارة أمام المسجد
- أنا من مدينة صغيرة
- البيتُ الكبيرُ جميلٌ
- لبس محمدٌ قميصاً

c) Complete these sentences with any word which makes sense (out of 5)

ذهب عليّ إلى

من هذه ال

أمّي من

أسكن في

شربت نورة

3. Grammar drills (out of 15)

a) change the following from definite to indefinite (out of 5)

الولدُ

المسجدُ

الكتابُ

البابُ

الشبَاكُ

b) change the following from indefinite to definite (out of 5)

وردةٌ

مفتاحٌ
بيتٌ
طالبٌ
قميصٌ

c) change the following verbs from "he" to "she" or "she" to "he" (including changing name) (out of 5)

شرب رشيدٌ الماءَ
لبس عليّ القميصَ
وجدت نورة الكلبَ
ذهبت عائشة إلى البيت
استعمل يوسف الحاسوبَ

4.) **Reading aloud**

Take care over assimilating and how to pronounce sun and moon letters

- ذلك الولد طالب
- السيّارة أمام المسجد
- أنا من مدينة صغيرة
- البيتُ الكبيرُ جميلٌ
- قميص محمدٌ لبس
- شرب رشيدٌ الماءَ
  - لبس عليّ القميصَ
  - وجدت نورة الكلبَ
  - ذهبت عائشة إلى البيت
  - استعمل يوسف الحاسوبَ

5.) Reading comprehension. Read the following paragraph and answer the questions in English (12 marks)

إسمي نجمة بنت محمّد وأنا طالبة في جامعة لندن. أريد أن أصبح ممرضة إن شاء الله.
أمّي طبيبة وأبي مدرّس في الجامعة

الجامعة كبيرة وهي في وسط المدينة. أنا لا أسكن قريب منها, أسكن في الريف في بيت جميل

1.) What is the name of the girl talking? (2)
2.) Where does she study? (2)
3.) What does she hope to become? (2)
d) what are the jobs of her parents? (2)
e) Is the university in the town or the countryside? (2)
f) what does she say about her house? (2)

7.) Grammar terms (18 marks)

Explain (in English) and give an example of the following (in Arabic)

a) verb
b) noun
c) pronoun
d) adjective
e) definite
f) in definite
g) subject
h) object
i) preposition

8.) Write a small paragraph describing a person and giving any details about them. (8 marks)
(Use the comprehension questions as an example)